Ontario
Ministry of Education
Sean Conway, Minister
Bernard J. Shapiro, Deputy Minister

Together We Are Ontario

Report of the Conference on Race and Ethnocultural Relations

March 1986

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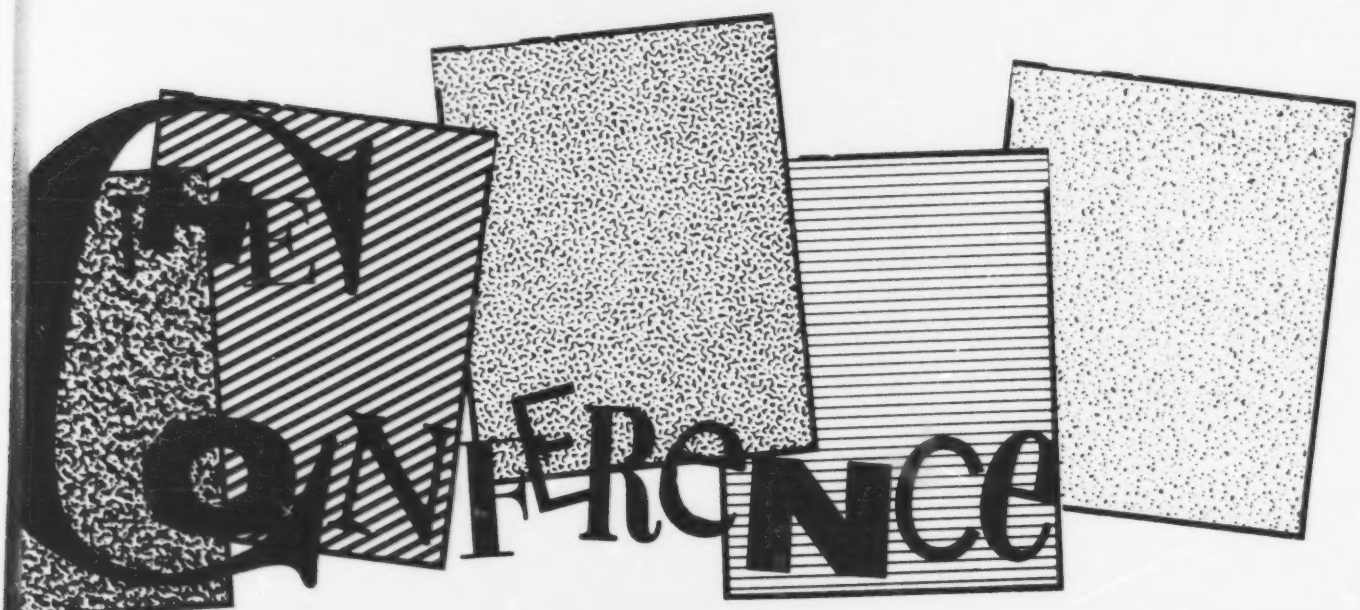
Compiled by
Avebury Research and Consulting Limited



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Message From the Minister of Education

The Honourable Sean Conway

I would like to take this opportunity to thank all the selected conference participants for their contributions. This document is a report of the first phase of a continuing effort to assist school boards in the development of race relations programs. The need for continued effort in this area is more than evident. It is apparent that a tremendous responsibility rests with educational institutions, a responsibility to prepare their students to participate as Canadians in a truly multicultural and multiracial society. Let us renew our confidence in the motto that honours the difference and diversity of our society: "Together we are Ontario".

Acknowledgements

The purpose of the conference on race and ethnocultural relations was to emphasize the educational priorities of the Ministry of Education and its commitment to multiculturalism, equality of status, and opportunity for all, regardless of colour, race, ethnic background, religion, age, or sex.

Conference sessions featured strategic models and materials on multicultural education and race relations.

The conference was planned by a committee without whose efforts the event could not have taken place. The Ministry of Education wishes to acknowledge the assistance of the following people in developing this conference*:

Peter Angelini	Ontario Council for Leadership in Educational Administration
Caroline DiGiovanni	Metropolitan Separate School Board
Dick Dodds	Board of Education for the Borough of East York
Avis Glaze	Senator O'Connor Secondary School, Metropolitan Separate School Board
Teresa Gonzalez	Avebury Research and Consulting Limited
Ann Hughes	Curriculum Branch, Ministry of Education
David Lawson	Board of Education for the City of Windsor
Enid Lee	Board of Education for the City of North York
Rod McColl	Board of Education for the City of York

*The positions cited in this document are those held by the persons listed at the time of their participation in the conference.

John McHugh	Communication Services Branch, Ministry of Education
Hugh McKeown	Flemington Public School, Board of Education for the City of North York
Keith McLeod	Faculty of Education, University of Toronto
Robert Millette	Curriculum Branch, Ministry of Education
Fran Moscall	Curriculum Branch, Ministry of Education
Alok Mukherjee	Board of Education for the City of Toronto
Joseph Rapai	Curriculum Branch, Ministry of Education
Ruth Rozenberg	Race Relations Division, Ontario Human Rights Commission

The ministry also wishes to thank the Race Relations Division of the Ontario Human Rights Commission for permission to use their theme "Together we are Ontario" and for the distribution of the document "Towards a Policy . . . Race and Ethnic Relations in the Education System".

Particular acknowledgement is extended to Avebury Research and Consulting Limited for the compilation of this report.

Conference Objectives

The Ministry of Education recognizes and applauds the efforts of school boards to take new strides in the area of race relations. The ministry realizes that there is no single approach in confronting racism, but hopes that this conference will provide a model and a vehicle for further work in addressing the problem of racism.

The specific objectives of the conference were:

- to encourage school boards without race relations policies to develop and implement them;
- to encourage school boards with race relations policies to examine them critically, with a view to making them more effective;
- to examine curriculum with the goal of eliminating all forms of discrimination, both existing and potential;
- to encourage the evaluation of teaching and resource materials, with the object of detecting any existing or potential cultural and racial bias;
- to explore the role of boards' home-school liaison officers in the integration of students and parents into Canadian society;
- to explore assessment and program planning procedures in order to discover and define those that realistically identify student achievement and potential, so that student placements may be as appropriate as possible;
- to explore the development of teacher education in the area of race and ethnocultural relations;
- to promote the development of affirmative action programs, with a view to increasing the number of individuals from minority groups in teaching and administrative positions.

Race and Ethnocultural Relations Conference Program

Wednesday, March 19, 1986

4:00-7:00	Registration Exhibitors' Display
7:00	Students' Orientation
8:00	Opening Session Keynote Address: The Honourable Sean Conway, Minister of Education
9:30	Reception, hosted by the Honourable Dr. Lily Munro, Minister of Citizenship and Culture

Thursday, March 20, 1986

9:00	Plenary Session: "Equality of Opportunity in Ontario", Dr. Mavis Burke, moderator
10:15-12:00	Workshops (A1-A20)
12:00-1:30	Luncheon Address: The Honourable Lincoln Alexander, Lieutenant-Governor of Ontario
1:45-3:30	Workshops (B1-B20)
3:45-4:15	Plenary Session: "Race Relations in Ontario", Mr. Dan McIntyre, Race Relations Commissioner, speaker
8:00	Film: "Up on Eglinton"

Friday, March 21, 1986

9:00	Plenary Session: "Together We Are Ontario: Present and Future", Dr. Melvin I. Shipman, moderator
10:15-12:00	Workshops (C1-C20)
12:00-1:30	Luncheon Address: The Honourable David Peterson, Premier of Ontario
1:45-3:00	Plenary Session: "Developing a Strategy for the Future", Mr. J. F. Clifford, moderator
3:00-3:15	Closing Address: The Honourable Sean Conway, Minister of Education

The Conference

The Opening

The conference opened on the evening of March 19, 1986, at the Constellation Hotel in Toronto. Mr. Duncan Green, Acting Deputy Minister, Ministry of Education, and the Honourable Dr. Lily Munro, Minister of Citizenship and Culture, greeted the conference participants.

The Honourable Sean Conway, Minister of Education, delivered the opening address. The Minister praised the participants for the initiative they had taken in developing race relations policies and encouraged their continued leadership in the task of tackling racism. He emphasized the fact that children are the key to the future and that educators, therefore, must provide programs in which children can learn freely from one another. He challenged the audience to build an agenda for reform and to carry this forward during the two-day conference.

The Minister expressed his commitment to action and asked that conference participants use their imagination in producing a vision of the society in which they would want to live: a society without barriers, where open minds open the door to the future.

The evening was an exciting introduction to the conference. It was enriched by dance and music performances by students. These were followed by a reception hosted by Dr. Lily Munro.

The Participants

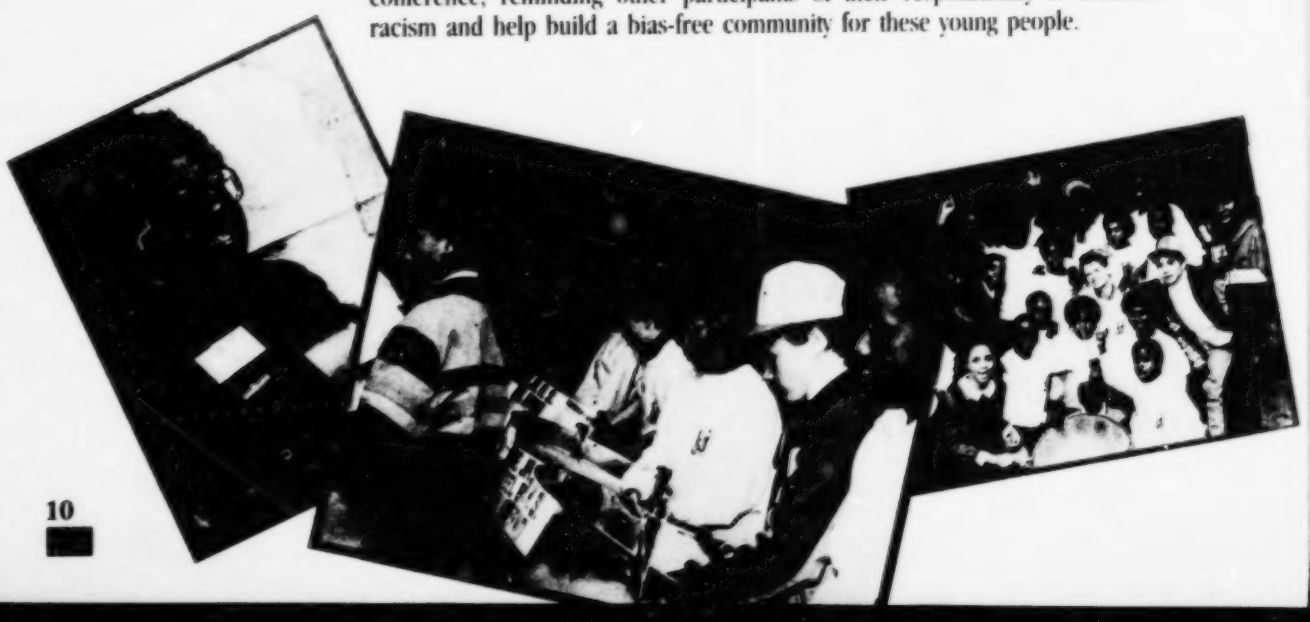
The eight hundred participants came from across the province and included representatives from major school boards and ethnocultural organizations, parents, and students. There were also representatives from the Ministries of Education and of Colleges and Universities and from Ontario universities.

Presenters

The presenters at the conference were drawn from a cross-section of experts. The workshops reflected the input and point of view of specialists in multicultural education and race relations. Moreover, the workshops were designed so that they would have a wide and diverse representation from the professional community. Sessions focused on specific issues, such as the role of the trustee, policy development, and Native education.

Students

Students from various school boards also attended the conference. Their presence as performers, participants, and presenters brought a unique dimension to the conference, reminding other participants of their responsibility to eradicate racism and help build a bias-free community for these young people.



The Workshops

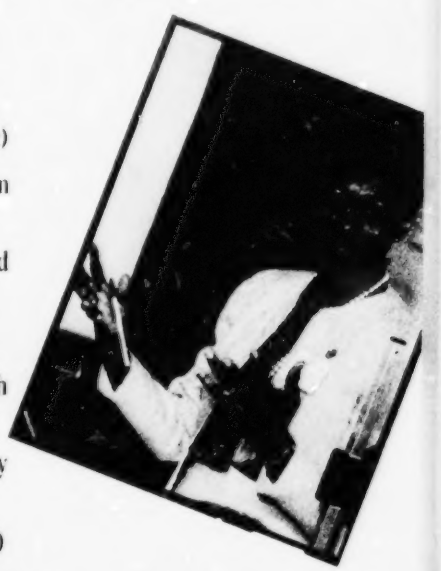
Fifty-eight workshops were planned with twenty concurrent sessions in three time slots, including sessions in French. In the list below, the workshops have been divided into themes, in order to assist readers to locate workshops relating to their areas of interest.

Curriculum Development and Implementation

1. Anti-Racist Education: What Is It? Anti-Apartheid Curriculum (Enid Lee)
2. Canada's Unwritten History (Vera De Sommer, Clem Marshall)
3. Teaching the Holocaust (Myra Novogrodsky)
4. Multiculturalism Across the Curriculum (Catherine McKernan)
5. Curriculum Modules on Race Relations and Human Rights (Steve Barrs)
6. Developing Multiculturalism in the Curriculum (Dr. Sybil Wilson)
7. Hidden Curriculum (Dr. Phil Corrigan)

Policy Development and Implementation

8. Analysis of Existing Race Relations Policies in School Boards (Teresa Gonzalez)
9. A Team Approach to Developing a Race Relations Policy (David Lawson and team)
10. Policy and Practice in Human Rights as a Basis for Education Policies and Practices (Professor D. Ray, J. Calder, Stanley Urmann)
11. Strategies for Developing Race Relations Policies (Sylvia Searles)
12. Multiculturalism and Race Relations Policies: You Need Both (Hugh McKeown, M. Waese)
13. Function of an Outside Agency When Developing a Race Relations Policy (Carol Tator)
14. Indian Control of Indian Education – Islington: A Case Study (Ruth Corbett)
15. What Student Councils Can Do to Help Implement a Race Relations Policy (Molly Morgan and student panel)

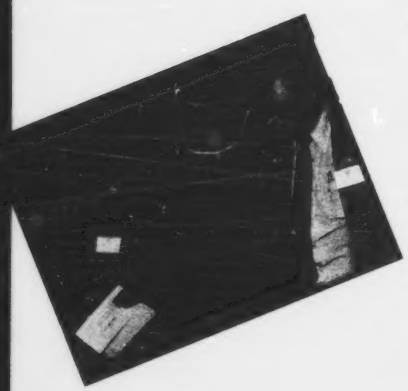


Teacher Education

16. The Experience of Teacher Associations in Race and Ethnocultural Issues (Guy Matte, Jim Head)
17. Racism Awareness: Teacher In-Service (Alok Mukherjee and team)
18. Preparing Teachers for Ethnic and Multiracial Classrooms (Professor K. McLeod and team)
19. Multiracial Staff Management and Leadership (Harold Braithwaite, Veronica Lacey)

Assessment and Placement

20. Models and Methodology Appropriate to the Study of the Outcomes of Schooling in Ontario's Multicultural Society (Dr. Paul Anisef and team)
21. A Review of the Research in the Assessment and Placement of Students (Professor Ron Samuda)
22. Students' Perspective in the Assessment and Placement of Students (Dr. Inez Elliston)
23. Community Perspective in the Assessment and Placement of Students (Dr. Ralph Agard)
24. Academic Upgrading – Interaction to Avoid Biased Streaming (Jean Gammage, Bernice Blackman)



Language Programs and Policies

25. How Community and School Work Together in the Heritage Languages Program (John Tullo and team)
26. Development of a Comprehensive Language Policy (Dr. Jim Cummins)
27. Ways/Models of Delivering Heritage Languages (Peter Johnson, Edwina Lehan, Gord Claus)
28. Heritage Languages Program – Curriculum and Resources (Maria T. DiIoia, Phyllis Gauthier, Margarida Aguiar, Dr. Rebecca Ullmann, Peter Delfino)

The Classroom

29. Multicultural and Multiracial Student Leadership Training Based on the Ministry of Education Model (Cindy Ranieri, Nina Hall, Larry Mosnyk, David Lawson, Ilias Kiritsis)
30. Can Racial Attitudes Be Changed? (Dr. A. Ijaz, Eric Whist)
31. Student Exchange Programs (Ray Pavlov)
32. Caribbean Student Education (Maude Fuller)
33. Educating Young Children in a Multicultural Society (Dr. Karen Mock)
34. Meeting Immigrant Students' Needs When Specialized Personnel Are Not Available (June Girvan Feldman)
35. Arts, Crafts, and the Role of Indian Cultural/Educational Centres (Mary Lou Fox, Ernestine Buswa)
36. Uncovering the Racial Bias in the Classics (Enid Lee)

37. Co-operative Education and Multiculturalism (John Vieira, Dr. Hilroy Thomas)
38. Race and Ethnocultural Relations in Roman Catholic Schools (Father M. Lombardi and team)
39. Programs and Activities in Native Education (Keith Lickers)
40. Co-operative Learning Strategies in Elementary Schools (Dennis Des Rivières, Kemp Rickett)
41. Team Learning in the Classroom: A Co-operative Approach (Mark Brubacher, Ryder Payne)
42. Promoting Religious Tolerance in a Diverse Culture (Rabbi Dow Marmur, Dr. Jamshed Mavalwala)
43. Enculturation and Acculturation (Professor John Berry)

Community, Parents, and Trustees

44. Multicultural Perception of School Systems: A Parents' Perspective (Vasco dos Santos and team)
45. An Account of Sharing Dialogue Between a Community and a School Board (Lennox Farrell and team)
46. Developing a Working Relationship with Community Groups (Alberto DiGiovanni)
47. Overview of Community Liaison Officers: Varieties of Approaches (Charlie Novogrodsky)
48. Advocacy for Parents and Students Through an Outside Consultant in Racial Policies (Odida Quamina)
49. Interprovincial Visitation Program for Administrators and Trustees (E. Lavender, Dr. E. S. Hickcox)
50. Trustees and Community Contact (Caroline DiGiovanni)

The Media

51. The Role of the Ethnic Media and Mainstream Media (Trevor Wilson, Nancy Ng, Umesh Vijaya, Olivia Ward)
52. Decoding Discrimination in Film (Professor Roger Simon and team)
53. What's New in Audio-Visual Resources in Race and Ethnocultural Relations (Jim Miller)

Affirmative Action/Employment Equity

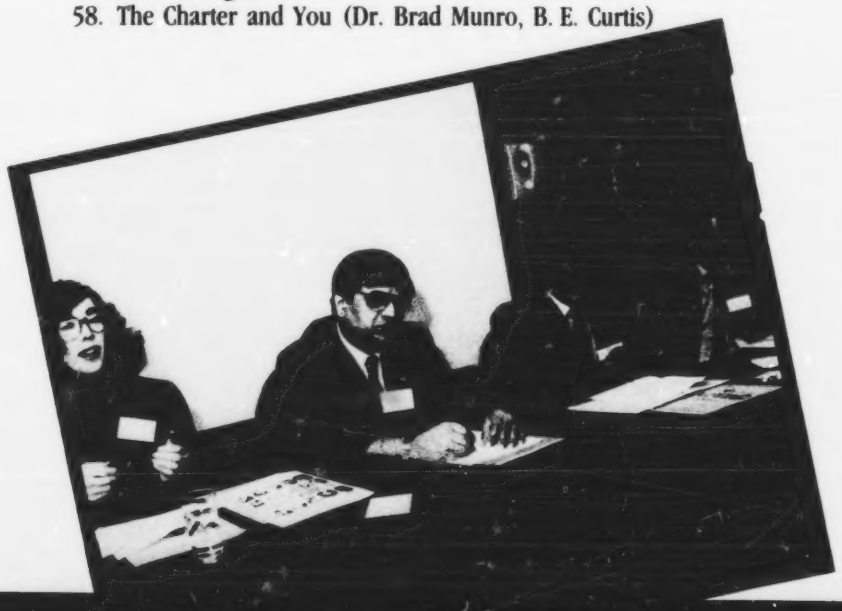
54. Affirmative Action: A Racial Minority Program (Maryka Omatsu)

Sessions in French

55. Les commissions scolaires et le respect des droits (J. Westmoreland-Traore)
56. Le rôle de l'agent de liaison communautaire (Pierre Bourgeois)
57. Les études afro-canadiennes (Pierre Eddie Toussaint)

Charter of Rights

58. The Charter and You (Dr. Brad Munro, B. E. Curtis)



Useful Suggestions From Various Workshops

With changing school populations, teachers should make necessary accommodations to ensure that the classroom is a stimulating learning environment where all students feel comfortable, and where their background and experiences are meaningful and accepted as valid.

Jean Gammage

Traditional sex-role stereotyping should be strenuously discouraged in a comprehensive school, because a school of this type is open to all students, regardless of interests, abilities, and past achievements.

Comprehensive School Workshop

Keep in mind that sometimes the streaming and assessment of Black children generally has more to do with political and other expediencies than with the science of psychometry.

Lennox Farrell

If children use the words "dumb", "stupid", or "slow" to describe themselves, they may be repeating comments made by their teachers, or they may have been placed in particular groups. Generally poor motivation or low self-esteem often means that the child will have less motivation to learn.

Streaming in Our School: What It Means,
How It Is a Problem, What Can We Do About It?
(Workshop)

Teachers should note that all materials have a bias. The question is, what bias? Teachers should try to discover and tell students from what point of view the story is told.

Enid Lee

The Plenary Sessions: A Summary

Plenary Session
"Equality of Opportunity in Ontario"
Moderator: Dr. Mavis Burke, Chairperson,
Social Assistance Review Board

Panel:

The Honourable Dr. Lily Munro,
Minister of Citizenship and Culture

The Honourable William Wrye,
Minister of Labour

Mr. Douglas Ewart,
representing the Honourable Ian Scott, Attorney General

Response Panel:

Mr. Lennox Farrell,
Co-Chair, North York Black Education Committee

Ms. Carmencita Hernandez,
Community Representative

Ms. Fran Endicott,
Trustee, Board of Education for the City of Toronto

The ministry presentations focused on the efforts and progress of the three ministries in the area of multiculturalism and race relations. It was pointed out that Ontario had agreed to be bound by the United Nations International Convention on the Abolition of Prejudice and Discrimination. This places Ontario in the forefront with those other jurisdictions that have also made this commitment.

The community representatives called for greater efforts in the elimination of racism and racial bias. They asked that action be taken to ensure the rights of minority groups. They indicated that a tremendous responsibility rested with the government to prepare people to live in Ontario's diverse and multifaceted society.

Plenary Session
"Race Relations in Ontario"
Speaker: Mr. Dan McIntyre, Commissioner for Race Relations

Mr. Dan McIntyre brought greetings to the delegates. He asked them to move quickly to ensure that minority students in Ontario receive an adequate education. He urged boards of education to develop race relations policies and curricular material reflecting the cultural, racial, and ethnic diversity of Canadian society.

The commissioner pointed to the testimony of students whose future chances in life have been damaged by the improper use of assessment instruments. He reminded conference participants that minority parents were deeply worried that schools were not making a genuine attempt to determine whether their sons and daughters were capable of studying in the academic stream.

In closing, he emphasized the urgency of the mission. Educational priorities must be immediately restructured and a commitment made to eradicate racism and its causes.

Plenary Session
"Together We Are Ontario: Present and Future"
Moderator: Dr. Melvin I. Shipman, Educational Consultant

Consultant Panel:

Mr. D. G. Rutledge,
Associate Director, Board of Education for the City of Toronto

Mr. J. G. Métivier,
Director of Education, Stormont, Dundas and Glengarry County Roman Catholic Separate School Board

Ms. S. Posno,
Area Superintendent, Board of Education for the City of London

Response Panel:

Mr. Alberto DiGiovanni,
Director, Canadian Centre for Italian Culture and Education

Mr. Vasco dos Santos,
Portuguese Parents' Community

Dr. Lillian Ma,
National President, Chinese/Canadian National Council

The three educators focused on various programs and initiatives of their boards. They stressed that multiculturalism was not just another educational method and that their respective boards have gone beyond the "show and tell" syndrome.

The community respondents pointed out the need for boards to address the inequity from which students suffer because of the improper use of biased tests and instruments. One community representative expressed concern that community participation and collaboration was seen as a threat by school boards.

Plenary Session
"Developing a Strategy for the Future"
Moderator: Mr. J. Frank Clifford, Executive Director, Education Programs

Panel:

Mr. Stephen Bacsalmasi,
Superintendent of Planning and Development, York Region Board of Education

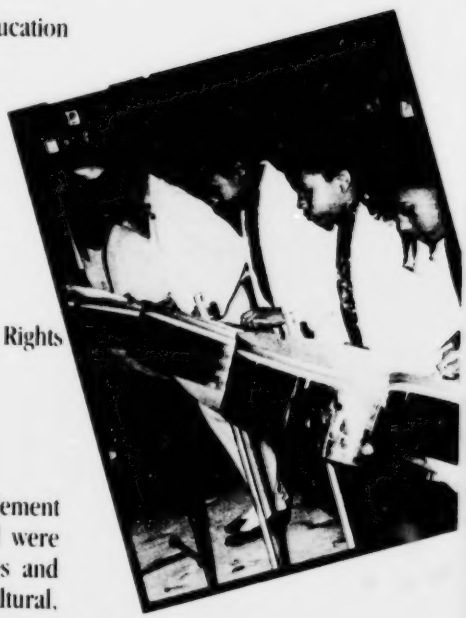
Dr. Ahmed Ijaz,
Teacher Diagnostician, Board of Education for the City of Scarborough

Ms. Sylvia Searles,
Race Relations Officer, Municipality of Toronto

Professor Jamshed Mavalwala,
National President, World Conference on Religion and Peace (Canada)

Ms. Ruth S. Rozenberg,
Race Relations Consultant, Race Relations Division, Ontario Human Rights Commission

Ms. Caroline DiGiovanni,
Trustee, Metropolitan Separate School Board



This session addressed the need for school boards to develop and implement race relations policies. Boards were warned not to be complacent and were asked to recognize that they play a major role in shaping the attitudes and beliefs of students. The need for a balanced curriculum that is not unicultural, but reflective of the world as a whole, requires attention by all boards.

Educators must overcome their reluctance and discomfort in dealing with race and racism and must cease to ignore racial incidents. In addition, they must realize that failure to act is not a neutral response, as its effect is to condone discriminatory behaviour.

Policies and procedures that are in place will assist staff and parents to respond to racial incidents. The training of a cadre of teachers will also contribute

to the creation of an environment promoting positive and humane interaction among children from diverse racial and cultural backgrounds.

Affirmative action is a necessary practice that must continue in order to redress historical disadvantage. It must also be implemented on behalf of women of all colours, rather than white women only.

The Closing: A Challenge and a Commitment

The last address of the conference was given by the Minister of Education for Ontario, the Honourable Sean Conway. He emphasized the ministry's commitment to education that is multicultural and anti-racist. Listed below are some of the key areas and initiatives that the Ministry of Education intends to address:

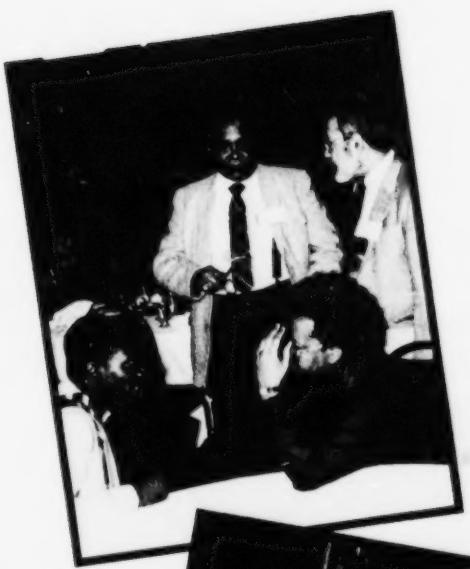
- the establishment of a Provincial Advisory Committee on Race and Ethnocultural Relations, to assist in the preparation of a race relations policy;
- the development of a provincial race relations policy to serve as a model for all schools in Ontario;
- the identification of education officers in each region with regional responsibility for race relations.

The Minister noted that "there are still abuses to be reformed" and, more importantly, that "there are significant new horizons that call out for the application of a collective energy and creativity". In his closing remarks, he assured participants that they could "walk into that horizon encouraged by a sense of partnership and progress", adding that co-operation between government, educators, students, and parents is the necessary key to maintaining progress in race and ethnocultural relations.

Quotable Quotes

We regard racism the way the Victorians regarded sex: Almost everybody does it, but nobody talks about it, and if you get caught doing it you will be punished.

Dan McIntyre



Our children are the key. Therefore, our role, as educators and community leaders, is to continue to strengthen those bonds and build understanding . . . to replace fear of our differences with respect for them.

The Honourable Sean Conway

All materials have a bias. The question is, what bias?

Enid Lee

Education is an act of love. It is therefore an act of courage.

Lennox Farrell

Special education is a type of streaming. So that your child does not get stuck too long in a program that is supposed to be used to get him or her through temporary difficulties, you need to be aware of what is happening. ASK QUESTIONS: EXERCISE YOUR RIGHTS!!!

Portuguese Parents' Association,
Toronto Board of Education

Utopia you might say! Not so, my friends, because I firmly believe that we in education hold the necessary magic to make the vision become our reality. The challenge is ours to accept because, indeed, together we are Ontario.

Gilles Métivier

A race relations policy is not a magic tool – it won't change things overnight. But it will offer the class the message that racial incidents will not be tolerated.

Ruth Rozenberg

All cultures are of equal value but students are not being treated equally.

Ahmed Ijaz

Our students are dropping out without hope.

Fran Endicott

Conference Evaluation

Conference participants were asked to evaluate their conference experience by completing a questionnaire. All 185 evaluations received were carefully reviewed and the following is a summary of the response.

	Very Much %	Quite a Bit %	A Little/ Not at All %
1. How much did you learn from this conference overall?	35	50	15
2. How useful was the conference in promoting understanding of race and ethnocultural relations?	41	48	11
3. How useful was the conference in providing strategies for race and ethnocultural relations?	22	49	29
4. How much did you learn from the plenary sessions?	13	48	39

	Very Much %	Quite a Bit %	A Little/ Not at All %
5. How useful were the plenaries in promoting understanding of race and ethnocultural relations?	18	44	38
6. How useful were the plenaries in providing strategies for race and ethnocultural relations in your board?	13	32	55

A summary of the first six answers on the questionnaires indicates that participants learned a great deal from the conference, gained a greater understanding of race and ethnocultural relations, and learned useful strategies for combating racism in the school system.

7. Which plenary session did you enjoy the most?

	%
Together We Are Ontario: Present and Future (Dr. M. Shipman)	27
Equality of Opportunity in Ontario (Dr. M. Burke)	18
Race Relations in Ontario (Mr. D. McIntyre)	12
Developing a Strategy for the Future (Mr. J. F. Clifford)	6
No plenary mentioned	37

8. Of the three workshops you attended, which did you find the most useful in promoting understanding?

Analysis of Existing Race Relations Policies in School Boards

Anti-Racist Education: What Is It? Focus on Anti-Apartheid Curriculum

Arts, Crafts, and the Role of Indian Cultural/Educational Centres

Can Racial Attitudes Be Changed?

Caribbean Student Education

Community Perspective in the Assessment and Placement of Students

Developing Multiculturalism in the Curriculum

Function of an Outside Agency When Developing a Race Relations Policy

Multiculturalism and Race Relations Policies: You Need Both

Preparing Teachers for Ethnic and Multiracial Classrooms

A Review of the Research in the Assessment and Placement of Students

Strategies for Developing Race Relations Policies

A Team Approach to Developing a Race Relations Policy

Uncovering the Racial Bias in the Classics

What Student Councils Can Do to Help Implement a Race Relations Policy

As this list of fifteen workshops shows, participants found a wide range of content useful in promoting understanding.

9. Which workshop provided the most useful strategies for race/ ethnocultural relations in your board?

Can Racial Attitudes Be Changed?

Analysis of Existing Race Relations Policies in School Boards

Strategies for Developing Race Relations Policies

Multiculturalism and Race Relations Policies: You Need Both

What Student Councils Can Do to Help Implement a Race Relations Policy

Anti-Racist Education: What Is It? Focus on Anti-Apartheid Curriculum

Educating Young Children in a Multicultural Society

Overview of Community Liaison Officers: Varieties of Approaches

Developing Multiculturalism in the Curriculum

Multiracial Staff Management and Leadership

The list above shows, in order, those workshops that participants found most useful in providing strategies against racism.

10. Overall, how much did you enjoy this conference?

	%
Very much	66
Quite a bit	25
A little	6
Not at all	0
(No answer)	3

As the answers to question 10 illustrate, the conference was an overwhelming success in terms of the participants' enjoyment:

- 66% found it "very" enjoyable
- 91% found it "very" or "quite" enjoyable

It should be noted that the questions on learning, promoting understanding, useful strategies, and overall enjoyment are the key evaluation areas. That is, the success of the conference is best measured in these specific areas. In this context, it is clear that the conference more than met its objectives.

11. What part of the conference was most helpful to you?

	%		%
Workshops	35	Private discussions	2
Contact with other concerned individuals	24	Small groups	2
Panels/plenary sessions	14	Specific workshops named	10
Exposure to current/updated policies	1	Specific plenary named	3

The answers to question 11 indicate that more than a third of the participants found the workshops to be the most helpful aspect of the conference; another 10 per cent named a particular workshop.

Other participants found contact with other concerned individuals (24 per cent) and the plenary sessions (14 per cent) the most helpful.

12. What part of the conference was the least helpful to you?

	%		%
Panels/plenary sessions	17	Content irrelevant to specific needs	2
Political rhetoric	6	Particular plenaries and workshops	1

13a. If you were to attend a similar conference in the future, what content would you include?

	%
Participatory workshops • more time for workshop discussions • more participation, interaction	8
Specific strategies for change • strategies for dealing with boards and administrators • evaluation of strategies that are implemented • assessment options • sensitization	6

More student groups ▪ student workshops ▪ student presentations ▪ emphasis on children	6
Workshops (not specified)	5
Community groups, community presenters	3
More ethnic speakers ▪ ethnic parents ▪ Native Canadians ▪ opening by Native elder	3
Longer sessions for co-operative learning ▪ question periods ▪ discussion between participants	2
Plenaries ▪ seminars ▪ more direct information provided by plenaries	2
Plenary consisting of all delegates from one board ▪ more time to interact with delegates ▪ more time for dialogue among panelists	2
Parent groups	2
Greater variation in workshop selection	1
PM ▪ ministers ▪ political participation in workshops ▪ question politicians	1
Need microphones	13

13b. What could be excluded?

	%
Politics ▪ platitudes ▪ politicians ▪ bureaucratic formalities	11
Plenaries ▪ lengthy plenaries ▪ exclude one or two plenaries	9
Costly lunch ▪ lunch when students perform ▪ smoking ▪ speeches during meals	2
Lengthy plenaries (giving more workshop time)	1
One panel discussion (not specified)	1

13c. What could be modified?

	%
Plenary sessions • less time for plenaries • fewer plenary speeches • fewer plenaries	14
More workshops • longer workshops (2-2½ hrs) • repeats of workshops • more workshop time for speakers	4
Fewer workshops and, therefore, can attend more (6 instead of 3)	4
Plenary sessions • more input into plenaries • one or more plenary sessions where response group presents first • more time allowance (not specific)	3
Fewer political speeches • modify political involvement (not specific)	2
More breaks in the day • longer breaks	2
Shorten days	2
More dynamic last sessions • plenary or workshop	1

13d. What could be added?

	%
Longer workshop sessions • more workshops	5
Book displays • displays of assignments, activities • displays by students of their community involvement	3
More definite strategies for effective implementation of race relations policy, etc. • group planning discussion	3
More time • longer conference • a Wednesday workshop	3
More representatives from multicultural associations • home and school association representatives	2
More minority representation • Native persons • more information regarding Native persons	2
Unstructured time for participants • more time for interaction regarding input and/or questions	2

More student activities ▪ more students' comments, perspectives, input	2
Better media ▪ film ▪ better information	2
More room for community input ▪ parent participation and input	1
Question-answer period with Solicitor General, Minister of Education ▪ more political participation	1
Debate (general) ▪ debate on race-ethnic relations	1

Overall, participants wanted more workshops, fewer and/or shorter plenaries, less emphasis on political speeches, more workshop time, and more specific focus on student issues.

In addition, participants indicated that they wanted more presentations on strategies and that these strategies should be more focused and specific.

Some participants also suggested that if there were fewer workshop topics, they could attend a larger number of workshops.

Finally, a logistical detail, mentioned by 13 per cent of participants, was the need for more microphones in the workshops.

14. Description of participants

	%
Classroom teachers	26
Principals	14
Community representatives	11
Trustees	9
Supervisory officers	9
Students	6
Vice-Principals	2
Race relations/Employment equity co-ordinators	2
Parents	2
Representatives from French-language units	2
Consultants in related area (heritage languages, ESL, community liaison officers, Afro-Canadian studies, immigrant studies)	3
Federation representatives	6
Consultants/Co-ordinators/Guidance	3
Other (researchers, media reps)	3
Other (unspecified)	2

List of Presenters

The positions cited in this document are those held by the persons listed at the time of their participation in the conference.

Dr. Ralph Agard, Harambee Centre
Topic: Community Perspective in the Assessment and Placement of Students

Margarida Aguiar, Ontario Institute for Studies in Education
Topic: Heritage Languages Program – Curriculum and Resources

Dr. Paul Anisef, Department of Sociology, York University
Topic: Models and Methodology Appropriate to the Study of the Outcomes of Schooling in Ontario's Multicultural Society

Stephen Bacsalmasi, Superintendent of Planning and Development, York Region Board of Education
Topic: Developing a Strategy for the Future (Plenary session)

Steve Barrs, Moral Values Education Co-ordinator, Board of Education for the City of Hamilton
Topic: Curriculum Modules on Race Relations and Human Rights

John Berry, Professor, Department of Psychology, Queen's University
Topic: Enculturation and Acculturation

Bernice Blackman, Consultant, Equity in the Curriculum, Board of Education for the City of North York
Topic: Academic Upgrading – Interaction to Avoid Biased Streaming

Pierre Bourgeois, Metropolitan Separate School Board
Topic: Le rôle de l'agent de liaison communautaire

Harold Braithwaite, Board of Education for the City of Toronto
Topic: Multiracial Staff Management and Leadership

Mark Brubacher, Head of English, York Memorial Collegiate Institute
Topic: Team Learning in the Classroom: A Co-operative Approach

Dr. Mavis Burke, Chairperson, Social Assistance Review Board
Topic: Equality of Opportunity in Ontario (Plenary session)

Ernestine Buswa, Ojibwe Cultural Foundation
Topic: Arts, Crafts, and the Role of Indian Cultural/Educational Centres

John Calder, Teacher
Topic: Policy and Practice in Human Rights as a Basis for Education Policies and Practices

Gord Claus, Supervising Principal of Heritage Languages, Board of Education for the City of North York
Topic: Ways/Models of Delivering Heritage Languages

J. Frank Clifford, Executive Director, Education Programs, Ministry of Education
Topic: Developing a Strategy for the Future (Plenary session)

The Honourable Sean Conway, Minister of Education
Keynote Address

Ruth Corbett, Director of Education, Islington Band Education Authority
Topic: Indian Control of Indian Education – Islington: A Case Study

Dr. Phil Corrigan, Ontario Institute for Studies in Education
Topic: Hidden Curriculum

Dr. Jim Cummins, Director, National Heritage Languages Resource Unit, Ontario Institute for Studies in Education
Topic: Development of a Comprehensive Language Policy

B. E. Curtis, President, Confederation College of Applied Arts and Technology
Topic: The Charter and You

Vera De Sommer, Park Public School
Topic: Canada's Unwritten History

Peter Delfino, Continuing Education Department, Metropolitan Separate School Board
Topic: Heritage Languages Program – Curriculum and Resources

Dennis Des Rivières, Metropolitan Separate School Board
Topic: Co-operative Learning Strategies in Elementary Schools

Alberto DiGiovanni, Director, Canadian Centre for Italian Culture
Topics: Developing a Working Relationship with Community Groups; Together We Are Ontario: Present and Future (Plenary session)

Caroline DiGiovanni, Trustee, Metropolitan Separate School Board
Topics: Trustees and Community Contact; Developing a Strategy for the Future (Plenary session)

Maria T. DiIoia, Heritage Languages Supervisor, Metropolitan Separate School Board
Topic: Heritage Languages Program – Curriculum and Resources

Vasco dos Santos, Portuguese Parents' Community
Topics: Multicultural Perception of School Systems: A Parent's Perspective; Together We Are Ontario: Present and Future (Plenary session)

Dr. Inez Elliston, Guidance Counsellor, Woburn Collegiate
Topic: Students' Perspective in the Assessment and Placement of Students

Fran Endicott, Trustee, Board of Education for the City of Toronto
Topic: Equality of Opportunity in Ontario (Plenary session)

Douglas Ewart, Ministry of the Attorney General
Topic: Equality of Opportunity in Ontario (Plenary session)

Lennox Farrell, North York Black Education Committee
Topics: An Account of Sharing Dialogue Between a Community and a School Board; Equality of Opportunity in Ontario (Plenary session)

June Girvan Feldman, Carson Grove School
Topic: Meeting Immigrant Students' Needs When Specialized Personnel Are Not Available

Mary Lou Fox, Executive Director, Ojibwe Cultural Foundation
Topic: Arts, Crafts, and the Role of Indian Cultural/Educational Centres

Maude Fuller, Lord Dufferin Public School
Topic: Caribbean Student Education

Jean Gammage, Flemington Public School
Topic: Academic Upgrading – Interaction to Avoid Biased Streaming

Phyllis Gauthier, Assistant Superintendent of Curriculum, Primary Education, Metropolitan Separate School Board
Topic: Heritage Languages Program – Curriculum and Resources

Teresa Gonzalez, Avebury Research and Consulting Limited
Topic: Analysis of Existing Race Relations Policies in School Boards

Duncan Green, Acting Deputy Minister, Ministry of Education
Welcoming Address

Nina Hall, Program Co-ordinator, Newtonbrook Secondary School
Topic: Multicultural and Multiracial Student Leadership Training Based on the Ministry of Education Model

Jim Head, Vice-President, Ontario Secondary School Teachers' Federation
Topic: The Experience of Teacher Associations in Race and Ethnocultural Issues

Carmencita Hernandez, Community Representative
Topic: Equality of Opportunity in Ontario (Plenary session)

Dr. E. S. Hickcox, Department of Education Administration, Ontario Institute for Studies in Education
Topic: Interprovincial Visitation Program for Administrators and Trustees

Dr. Ahmed Ijaz, Teacher Diagnostician, Board of Education for the City of Scarborough
Topics: Can Racial Attitudes Be Changed?; Developing a Strategy for the Future (Plenary session)

Peter Johnson, Principal of Continuing Education, Dufferin-Peel Roman Catholic Separate School Board
Topic: Ways/Models of Delivering Heritage Languages

Ilias Kiritsis, Student Facilitator, Ontario Student Leadership Course – Multicultural/Multiracial
Topic: Multicultural and Multiracial Student Leadership Training Based on the Ministry of Education Model

Veronica Lacey, Superintendent, Board of Education for the City of North York
Topic: Multiracial Staff Management and Leadership

E. Lavender, Department of Education Administration, Ontario Institute for Studies in Education
Topic: Interprovincial Visitation Program for Administrators and Trustees

David Lawson, Race Relations Co-ordinator, Board of Education for the City of Windsor
Topics: A Team Approach to Developing a Race Relations Policy; Multicultural and Multiracial Student Leadership Training Based on the Ministry of Education Model

Enid Lee, Race Relations Supervisor, Board of Education for the City of North York
Topics: Anti-Racist Education: What Is It? Focus on Anti-Apartheid Curriculum; Uncovering the Racial Bias in the Classics

Edwina Lehan, Acting Co-ordinating Principal, Modern Languages Department, Board of Education for the City of Toronto
Topic: Ways/Models of Delivering Heritage Languages

Keith Lickers, Education Officer, Curriculum Branch, Ministry of Education
Topic: Programs and Activities in Native Education

Father Massey Lombardi, Director of Social Action, Archdiocese of Toronto
Topic: Race and Ethnocultural Relations in Roman Catholic Schools

Dr. Lillian Ma, National President, Chinese/Canadian National Council
Topic: Together We Are Ontario: Present and Future (Plenary session)

Rabbi Dow Marmur, Holy Blossom Temple
Topic: Promoting Religious Tolerance in a Diverse Culture

Clem Marshall, Park Public School
Topic: Canada's Unwritten History

Guy Matte, President, Ontario Teachers' Federation
Topic: The Experience of Teacher Associations in Race and Ethnocultural Issues

Dr. Jamshed Mavalwala, National President, World Conference on Religion and Peace (Canada)
Topics: Promoting Religious Tolerance in a Diverse Culture; Developing a Strategy for the Future (Plenary session)

Dan McIntyre, Commissioner for Race Relations, Ontario Human Rights Commission
Topic: Race Relations in Ontario (Plenary session)

Keith McLeod, Professor, Faculty of Education, University of Toronto
Topic: Preparing Teachers for Ethnic and Multiracial Classrooms

Hugh McKeown, Principal, Flemington Public School
Topic: Multiculturalism and Race Relations Policies: You Need Both

Catherine McKernan, St. Clair School
Topic: Multiculturalism Across the Curriculum (TVOntario presentation)

J. G. Métivier, Director of Education, Stormont, Dundas and Glengarry County Roman Catholic Separate School Board
Topic: Together We Are Ontario: Present and Future (Plenary session)

Jim Miller, Program Co-ordinator, Instructional Resources, Board of Education for the City of York
Topic: What's New in Audio-Visual Resources in Race and Ethnocultural Relations

Dr. Karen Mock, Masemann & Mock
Topic: Educating Young Children in a Multicultural Society

Molly Morgan, Special Projects Branch, Ministry of Education
Topic: What Student Councils Can Do to Help Implement a Race Relations Policy

Larry Mosnyk, Director, Ontario Student Leadership Course – Multicultural/ Multiracial
Topic: Multicultural and Multiracial Student Leadership Training Based on the Ministry of Education Model

Alok Mukherjee, Race Relations Officer, Board of Education for the City of Toronto
Topic: Racism Awareness: Teacher In-Service

Dr. Brad Munro, Education and Promotion Officer, Human Rights Directorate, Secretary of State
Topic: The Charter and You

The Honourable Dr. Lily Munro, Minister of Citizenship and Culture
Topic: Equality of Opportunity in Ontario (Plenary session)

Nancy Ng, Canadian Broadcasting Corporation
Topic: The Role of the Ethnic and Mainstream Media

Charlie Novogrodsky, Co-ordinator, School and Community Relations, Board of Education for the City of Toronto
Topic: Overview of Community Liaison Officers: Varieties of Approaches

Myra Novogrodsky, Assistant Co-ordinator, Social Studies, Curriculum Division, Board of Education for the City of Toronto
Topic: Teaching the Holocaust

Maryka Omatsu, Acting Chief, Employment Equity Consulting Service, Ontario Region, Employment and Immigration Canada
Topic: Affirmative Action: A Racial Minority Program

Ray Pavlov, West Parry Sound Board of Education
Topic: Student Exchange Programs

Ryder Payne, Head of English, George Harvey Collegiate Institute
Topic: Team Learning in the Classroom: A Co-operative Approach

S. Posno, Area Superintendent, Board of Education for the City of London
Topic: Together We Are Ontario: Present and Future (Plenary session)

Dr. Odida Quamina, Consultant, Board of Education for the City of North York
Topic: Advocacy for Parents and Students Through an Outside Consultant in Racial Policies

Cindy Ranieri, Senior Counsellor, Ontario Student Leadership Course – Multicultural/Multiracial
Topic: Multicultural and Multiracial Student Leadership Training Based on the Ministry of Education Model

Doug Ray, Professor, Faculty of Education, University of Western Ontario
Topic: Policy and Practice in Human Rights as a Basis for Education Policies and Practices

Kemp Rickett, Board of Education for the City of Toronto
Topic: Co-operative Learning Strategies in Elementary Schools

Ruth S. Rozenberg, Race Relations Consultant, Race Relations Division, Ontario Human Rights Commission
Topic: Developing a Strategy for the Future (Plenary session)

D. G. Rutledge, Associate Director of Education – Programs, Board of Education for the City of Toronto
Topic: Together We Are Ontario: Present and Future (Plenary session)

Ron Samuda, Professor, Faculty of Education, Queen's University
Topic: A Review of the Research in the Assessment and Placement of Students

Sylvia Searles, Chief Administrative Officer's Department, Toronto City Hall
Topics: Strategies for Developing Race Relations Policies; Developing a Strategy for the Future (Plenary session)

Dr. Mel Shipman, Educational Consultant
Topic: Together We Are Ontario: Present and Future (Plenary session)

Roger Simon, Professor, Curriculum Department, Ontario Institute for Studies in Education
Topic: Decoding Discrimination in Film

Carol Tator, Urban Alliance on Race Relations
Topic: Function of an Outside Agency When Developing a Race Relations Policy

Dr. Hilroy Thomas, Centre for Achievement
Topic: Co-operative Education and Multiculturalism

Pierre Eddie Toussaint, Blessed Margherita of Citta Castello
Topic: Les études afro-canadiennes

John Tullo, Heritage Languages Supervisor, Board of Education for the City of York
Topic: How Community and School Work Together in the Heritage Languages Program

Rebecca Ullmann, Department of Modern Languages, Faculty of Education, University of Toronto
Topic: Heritage Languages Program – Curriculum and Resources

Stanley Urmann, Executive Director, Canadian Human Rights Foundation
Topic: Policy and Practice in Human Rights as a Basis for Education Policies and Practices

John F. Vieira, President, Canadian Alliance of Black Educators
Topic: Co-operative Education and Multiculturalism

Umesh Vijaya, Editor/Writer, Canadian Times of India and Sangam
Topic: The Role of the Ethnic Media and Mainstream Media

Mae Waese, Chairperson, Board of Education for the City of North York
Topic: Multiculturalism and Race Relations Policies: You Need Both

Olivia Ward, The Toronto Star
Topic: The Role of the Ethnic Media and Mainstream Media

Juanita Westmoreland-Traoré, Présidente, Conseil des communautés culturelles et de l'immigration du Québec
Topic: Les commissions scolaires et le respect des droits

Eric Whist, Regional Supervisor, Ontario Human Rights Commission
Topic: Can Racial Attitudes Be Changed?

Dr. Sybil Wilson, Brock University
Topic: Developing Multiculturalism in the Curriculum

Trevor Wilson, Community Liaison, Office of the Premier
Topic: The Role of the Ethnic Media and Mainstream Media

The Honourable William Wrye, Minister of Labour
Topic: Equality of Opportunity in Ontario (Plenary session)